LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Jamestown School District

CDS Code: 55-72363-6054852

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Contessa Pelfrey, Superintendent

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

Total LCFF funds,
$0, 0 %

This chart shows the total general purpose revenue Jamestown School District expects to receive in the coming year from all sources.

The total revenue projected for Jamestown School District is $, of which $ is Local Control Funding Formula (LCFF), $ is other state funds, $ is local funds, and $ is federal funds. Of the $ in LCFF Funds, $ is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures

$ 1	
$ 1	
$ 1	
$ 1	
$ 0	
$ 0	
$ 0	

This chart provides a quick summary of how much Jamestown School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.
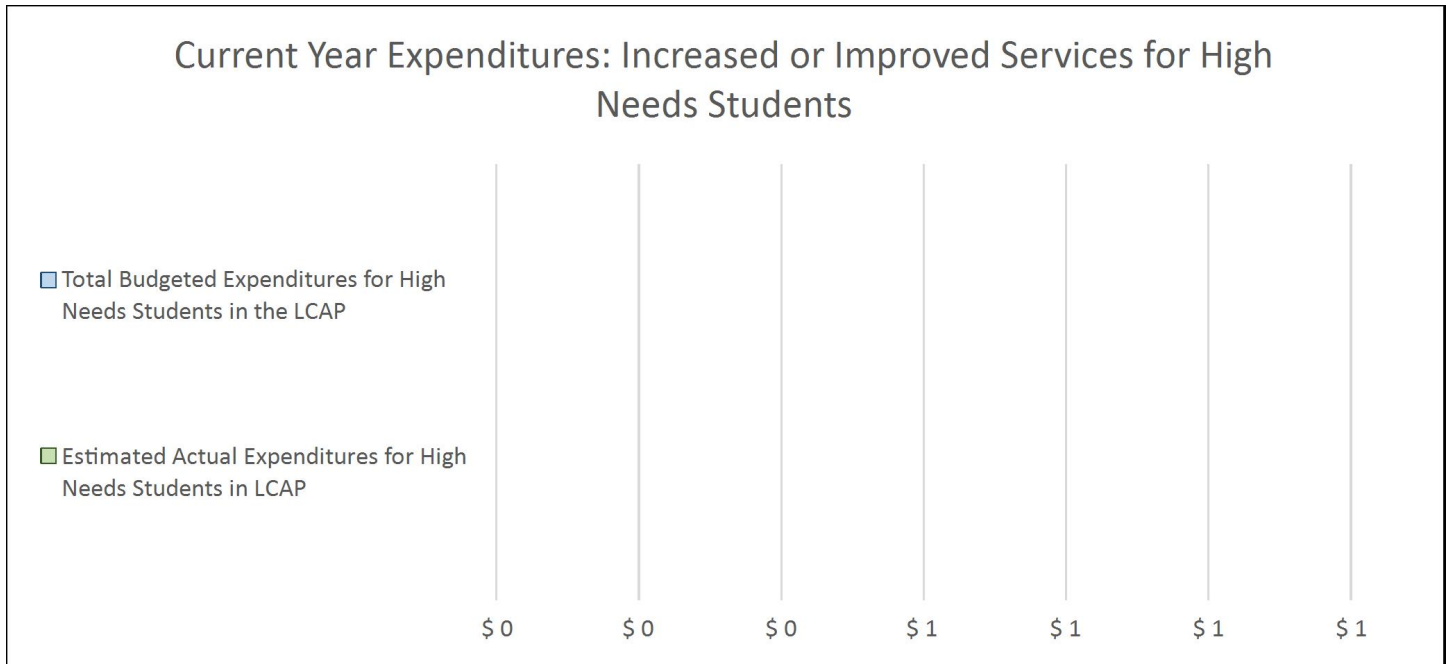
Jamestown School District plans to spend $ for the 2019-20 school year. Of that amount, $ is tied to actions/services in the LCAP and $ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Jamestown School District is projecting it will receive $ based on the enrollment of foster youth, English learner, and low-income students. Jamestown School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Jamestown School District plans to spend $ on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP

☐ Estimated Actual Expenditures for High Needs Students in LCAP

$ 0 $ 0 $ 0 $ 1 $ 1 $ 1 $ 1

This chart compares what Jamestown School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Jamestown School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Jamestown School District's LCAP budgeted $ for planned actions to increase or improve services for high needs students. Jamestown School District estimates that it will actually spend $ for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Jamestown School District	Contessa Pelfrey Superintendent	cpelfrey@jespanthers.org 209-984-4058

2017-20 Plan Summary
The Story
Describe the students and community and how the LEA serves them.

Jamestown School District was established in 1855. The district mission is to provide a healthy, safe, enriching, learning environment to help each child grow and achieve. The district has two school sites. One is Jamestown Elementary in the town of Jamestown, which is nestled in the foothills of California's gold country. The other is Chinese Camp School, which is located in the middle of the Red Hills Habitat in Chinese Camp. Jamestown School takes pride in their highly trained and respected staff who provide quality instructional experiences for Jamestown's children through a traditional TK-8 program including a Spanish/English Dual Immersion Program in grades kindergarten through 4th grade. The district also offers a Science Academy, located at the Chinese Camp campus, that serves students in grades 3-6. The District operates an After School Academy for both campuses. The Jamestown Family Resource Center is a support for families and students within our school community and is run by our District homeless/ foster youth liaison. The district partners with the Amador Tuolumne Community Action Agency to operate an Early Learning Center. Students enjoy a strong elementary sports program, music, visual art classes, classroom music, and band. The district has a 0.8 FTE counselor who promotes positive behavior intervention and support strategies along with Trauma Informed Practices. In addition, strong social emotional support and social skills curriculum is promoted and maintained by a safe school ambassador and a behavior and attendance support assistant. Jamestown School District serves 380 students in Transitional Kindergarten through eighth grade.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Jamestown School District is concluding the fifth year of funding under LCFF and the LCAP, and completing the fourth annual update as required as part of the State Board of Education (SBE) approved template. As the LCAP is a three-year plan that is meant to provide transparency at the local level and encourage input from key stakeholders in the community, Jamestown School District engaged stakeholders to develop a robust, three-year plan in accordance with the SBE template. Jamestown School District's LCAP should not be viewed in the short term, but in the long term with goals based on progress over three years. The following text provides an overview of Jamestown School District's most significant goals, progress based on the established metrics, and an explanation of changes based on the progress measured.

Goal 1: Support student achievement by aligning curriculum and Common Core Standards and offering targeted intervention.
As a result of the actions/services in 2018-2019, Jamestown School District will set the following goals and objectives for improvement in 2019-2020 based upon the following results: Reading intervention: 1.7 years growth, 1.5 GE gain as measured by Fast ForWord (a 20% GE increase from last year) ; overall K-6 DIBELS 5% increase from Strategic, to Core; Star Reading .7 GE overall increase and Star Math .7 GE overall increase. The goal, expected outcomes, metrics, or actions and services will mostly remain the same with some changes. We will be purchasing NGSS aligned Science curriculum. We will continue to add another bilingual Dual Immersion classroom and will need to supply 5th grade Spanish textbooks and curriculum, along with increasing the upper bilingual aide hours to support Spanish language development. Professional development training and collaboration time will continue to be supported through Title II funds. Software licensing for benchmark assessments, interventions, bilingual language support and social emotional learning will continue.

Goal 2: Invest in technology to support student achievement, implementation of the Common Core Standards, and the Smarter Balanced Assessments.
As a result of the actions/services in 2018-19, Jamestown School District will maintain the current identified goals and services for 2019-20: Continue the employee stipend for on site technology needs and support. Maintain 1:1 computers with additional purchasing to accommodate the new Dual immersion classroom and technology upgrades for the additional special education resource room and learning lab. Kindergarten will continue to utilize iPad stations, and the Reflection Room and Safe School Ambassador will receive additional computers to support social emotional digital curriculum . This goal will follow the technology replacement plan which addressed both student computer devices and teacher/classroom technology needs. The district will continue to contract with the COE who provides tech support for the maintenance of the network and infrastructure, and will continue to be addressed through a different funding source.

Goal 3: Improve campus climate to impact student/parent connectedness to school.
As a result of the actions/services and the following results identified in 2018-19, Jamestown School District will do the following differently in 2019-20: Suspension rate did decrease by 2% and the expulsion rate remained the same. Total referrals did increase by 26%, however we did institute a new after school program called PATHWAYS as an alternative to suspension and for mandatory social emotional education to provide targeted support to improving student behavior. There continues to be a high level of student dysregulation, and high levels of emotional stress and needs which resulted in higher incidents of escape or elopement out of class, along with high incidents classroom disruption and peer conflict. One change for improvement is to increase the mental health services and support at school and continue to work on fidelity of use of the SEL digital program, trauma informed strategies and inclusion practices. The research based SEL online program will continue to be utilized within the Reflection Room and in After School Detention to

address specific topics and will provide a targeted approach to improving student behavior. Universal Screening tools will be used with fidelity to monitor the needs of all students and a data analytics tool will be implemented to track and monitor student academics, behavior and attendance along with the identification and outcomes of tiered interventions. The counseling position will remain the same at .8 FTE however, the Safe School Ambassador time will increase to provide more support for check in/check out, social skills groups, and more activities to support a positive school culture. The Reflection Room time will be increased also to provide support for a full school day. The canine detection was implemented this year and continued to be an effective deterrent of alcohol and drug possession on campus and will continue into next year. Attendance rate continues to be a struggle with in seat attendance and chronic absenteeism although we did see a small decrease of 3.9% in our chronic absenteeism rate due to the use of Saturday School, the development of a School Attendance Review Team and an increase in home visits. Both personnel and Incentives for Positive Behavioral Support and Attendance will continue to be funded.

Goal 4:   Increase communication and connection between home and school to support student success.
As a result of the actions/services in 2018-19, Jamestown School District will do the following differently in 2019-20: The website will continue to be updated and compliant through a stipend position. As our Dual immersion program continues to grow along with our bilingual staff we no longer will need to fund translation services. Parent engagement significantly increased due to monthly Family Fun Nights and will continue into next year with an added focus on parent education and community outreach. Both the parent volunteer form at the beginning of the year and the parent survey   at the end of the year will continue to be used in order to receive feedback and input from parents about how they felt about school safety, academics, and the opportunity to participate at school.

Goal 5: Prioritize safety and maintenance of district facilities.
This goal is no longer funded through LCAP and is covered through other district funding.

Goal 6: Ensure a broad course of study for all students.
As a result of the actions/services in 2018-19, Jamestown School District will do the following differently in 2019-20: All students received instruction in music, art, technology, STEM, English language arts, math, social studies, science, and PE. Changes to funding will include annual salary increase for the art and music teachers and to provide an increase in STEAM supplies, assemblies, and activities.

Goal 7: Build the capacity of the faculty to deliver rigorous high quality Common Core based instruction to students.
As a result of the actions/services in 2018-19, Jamestown School District will do the following differently in 2019-20: The Multi-Tiered System of Support (MTSS) Coordinator developed leadership teams to implement goals and objectives aligned to the MTSS initiative in order to enhance effective classroom instruction and improve student learning outcomes. Teachers and staff received training in Universal Design for Learning, inclusion and the development of MTSS binders as a resource for tiered interventions. Professional development and more collaboration time will be provided in order to implement the newly adopted History /Social Studies curriculum and to prepare for the NGSS adoption. We will continue to fund a Behavior and Attendance Support Assistant to further implement MTSS practices and programs.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

The District's Spanish/English Dual Immersion Initiative has been highly successful and we continue to see incredible academic growth within the grade levels involved and our enrollment within the program continues to increase. Students in all grade levels offered are speaking, reading, and writing in Spanish, as well as in English. We will add another class this coming year and our incoming kindergarten class is nearly full. The District will build upon the success of the program by expanding by one grade level each year up to and including 6th grade. The Dual Immersion classes have presented at both our local and county schools board meetings along with presentations to community service groups such the Rotary Club. The level of instruction, the increase in instructional materials and ELL support within this program have shown that our English learner progress has significantly increased by 10.8% according to the California Dashboard State Indicator.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Suspension rates have increased by 1.9 % and shown as red on the Dashboard, especially within our homeless, students with disabilities, socioeconomically disadvantaged, and white subgroups, so alternatives to suspension and behavior support needed to be increased. We are implementing a more structured Multi Tiered Systems of Support framework and have increased professional development education, training, and collaboration time within our MTSS teams. We will continue to use screening tools to focus on more preventative interventions and supports, to implement a social emotional learning curriculum, provide social skills support along with Character Education instruction. Restorative Justice and PBIS practices need to increase and be used with fidelity. Clearer systems need to be established and monitored along with stronger communication between all stakeholders.

Chronic Absenteeism is an area of concern especially for our homeless subgroup which is identified as red. We have implemented a School Attendance Review Team, more home visits with documentation, and have provided transportation support. More education, increased incentives for attendance and identification of root causes of absenteeism are necessary to affect sustainable change. Targeted support and resources from outside agencies are necessary through earlier referrals to SARB.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Suspension--The Dashboard suspension rates from the 2017-2018 school year data show an increase of 1.9% and four subgroups have been identified red (e.g. homeless, students with disabilities, socioeconomically disadvantaged and white) This does continue to be in part due to the small student population and one or two students heavily impact the data. The LEA will be implementing school wide social emotional curriculum and character education, along with targeted social emotional curriculum as a preventive measure for students who begin to receive multiple referrals. Universal screenings for both externalizing and internalizing behaviors will be conducted multiple times a year to identity needs for proactive services. In addition, the LEA is maintaining a school counselor, a Safe School Ambassador, and Behavior and Attendance Support Assistant to monitor and support Positive Behavior Interventions, and regulation support for students in need. Additional Saturday Schools, the use of after school PATHWAYS with restorative practices and SEL modules as alternatives to suspension will be implemented. A matrix for tiered interventions will be provided to provide clear expectations and consistent responses.

Both math and ELA academic achievement is of concern. Even though there was improvement in math due to changes in curriculum and instruction (Hispanic, SED, EL, and white all increased), we are still significantly below standard. ELA maintained and in yellow however, the hispanic, SED and white subgroups significantly declined and are below standard. We have increased the use of STEAM related activities and units and have identified writing as our focus for next year. More frequent formative and benchmark assessments along with data analysis will also be implemented to drive instruction.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

1. Support student achievement by aligning curriculum and Common Core Standards and offering targeted intervention.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                       Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator DIBELS (reading) STAR Reading STAR Math Fast ForWord CAASPP ELA CAASPP MATH CELDT Rate Reclassification Rate Staff Survey Providing Professional Learning Providing Instructional Materials Identifying Areas of Improvement Ancillary Academic Standards Support for Teachers	Student performance on summative assessments in 2018 showed a 2.67% increase in ELA and a 5.87% increase on math from the previous year for students who are meeting and/or exceeding standards . STAR Benchmarks assessments are currently demonstrating a 0.7 average GE increase in both ELA and math. All classes are showing consistent growth, with some grade levels as much as 1.7 GE growth in ELA and 1.9 GE growth in math. Students with disabilities have increased by 1.2 GE in ELA . Reading Intervention data(DIBELS) is showing a 1.5 GE average growth. Fast Forward has shown a 1.5 GE growth which is 20% higher than last year. With the transition to the new ELPAC testing system for English learners the dashboard indicates 25% at Level 4 well developed, 42.9% at Level 3 moderately developed, 28.6% at Level 2 somewhat developed, and 3.6% at the beginning stage.

Expected	Actual

18-19
Student performance on interim assessments in language arts and mathematics will improve by at least three percent over the previous year.

Baseline
DIBELS: 4% decrease in beginning readers and a 3% increase in Core readers.
Star Reading: .7 GE
Star Math: 1.7 GE
Fast ForWord 45% Gain
CAASPP ELA 34% Meeting/Exceeding +8%
CAASPP MATH 20% Meeting/Exceeding + 2%
CELDT Rate: 56%
Reclassification Rate: 12%
Staff Survey:
Providing Professional Learning: ELA/Math=Full Implementation/Sustainability
ELD/NCSS/HSS= Exploration/Research or Beginning Develop
Providing Instructional Materials:
ELA/Math=Full Implementation/Sustainability
ELD/NCSS/HSS= Exploration/Research or Beginning Develop
Identifying Areas of Improvement:
ELA/Math=Full Implementation/Sustainability
ELD/NCSS/HSS= Exploration/Research or Beginning Develop
Ancillary Academic Standards:
Exploration/Research or Beginning Develop
Support for Teachers: Initial or Full
Implementation

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

1.1 Purchase CCSS aligned curriculum, state board adopted textbooks, and research-based universal and targeted intervention materials for science.	1.1 Purchase CCSS aligned curriculum, state board adopted textbooks, and research-based universal and targeted intervention materials. History and Social Studies textbooks and curriculum was purchased k-8. Due to significant increased enrollment additional ELA, math and Biliteracy textbooks and curriculum were purchased. The science adoption team met this year to choose materials to pilot for adoption selection next year	Curriculum 4000-4999: Books And Supplies Supplemental and Concentration 46000	Curriculum 4000-4999: Books And Supplies LCFF Supplemental and Concentration 55000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3 Maintain licensing and research-based software for reading and math intervention, and English Language Development support (AR, STAR Math and Reading, Front Row/Freckle)	1.3 Maintain licensing and research-based software for reading and math intervention, and English Language Development support (AR, STAR Math and Reading, Front Row/Freckle)	Software Licenses 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 13122	Software Licenses 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 11927

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.4 Continue to provide a Dual Language Immersion program and English Language Development Support and Instruction. Add a 4th grade Dual Immersion class and a second bilingual paraprofessional.	1.4 Continue to provide a Dual Language Immersion program and English Language Development Support and Instruction. Added a 4th grade Dual Immersion class and a second bilingual paraprofessional.	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 214586	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 200151
		Classified Salaries 2000-2999: Classified Personnel Salaries	Classified Salaries 2000-2999: Classified Personnel Salaries

| | | Supplemental and Concentration 47742 | LCFF Supplemental and Concentration 48027 |
| | | Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 94468 | Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 78397 |

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.5 Continue to provide before school instructional support at Chinese Camp and after school instructional support at Jamestown for targeted students.	1.5 Continue to provide before school instructional support at Chinese Camp and after school instructional support at Jamestown for targeted students.	Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 6777	Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 7788
		Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1918	Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 2038

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

State adopted history social studies textbooks and curriculum were purchased. Due to a significant increase in enrollment, additional ELA, math, and Dual Immersion bi-literacy materials were purchased. Software licenses for reading and math intervention, Accelerated Reader, and benchmark assessments were purchased. Targeted intervention instruction for reading was implemented which has resulted in gains in primary reading levels. An afternoon block of math intervention for primary students was added along with small group intervention and instruction for 7/8 grades. Dual Immersion program was expanded to 4th grade and Spanish benchmark assessments were given for the first time. Special education digital curriculum (Edmark reading program) was purchased to increase achievement scores in our primary grades for students with disabilities.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Benchmark results are showing overall gains on average 0.7 GE in both math and ELA in all grade levels with over a year's growth in students with disabilities data and in 5th grade with 1.7 GE growth in math. Heavy intervention support at the first grade level has

shown strong growth and benchmark results at above grade level. Reading intervention support for upper elementary students has shown 1.5 overall GE growth which is a 20% from last year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Any changes in salaries and benefits are a result of negotiated salary increases. The additional expenditures in textbooks are a result of 50 new students that enrolled in the fall.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No significant changes to this goal.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

2. Invest in technology to support student achievement, implementation of the Common Core Standards, and the Smarter Balanced Assessment.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Ratio of working computers per student. **18-19** Technology, including the wireless network, will be maintained in good working order and access will be reliable. Students and teachers will have access to online resources and software that support teaching and learning of the common core standards. **Baseline** Curent ratio is 334 working computers to 331 students (1:1).	We continue to monitor and support 1:1 devices in 1-8 grades with iPad stations in kindergarten, and we continue to maintain an effective technology replacement plan. This year we purchased 150 new Chromebooks, 5 new iPADs for the additional kindergarten classroom center, added two new classrooms and equipped them with student and teacher instructional technology (e.g. Apple TV, LED TV.) We replaced seven teacher laptops and acquired four SmartBoards to be installed this summer. The stipend position for an onsite technology specialist continues to be effective although we did need to increase his stipend to reflect the extra hours to support the additional students and classrooms.We utilize the services contracted through the County Schools Office for network and infrastructure needs.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Stipend an employee for on site technology support to maintain technology devices and to provide staff support for technology needs.	2.1 Stipend an employee for on site technology support to maintain technology devices and to provide staff support for technology needs.	Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 9500	Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 10200
		Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1965	Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 2105

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 Continue to acquire and maintain sufficient devices to provide 1:1 access to technology for students in grades TK-8.	2.2 Continue to acquire and maintain sufficient devices to provide 1:1 access to technology for students in grades TK-8.	Computer/Device/Equipment Replacement 4000-4999: Books And Supplies Supplemental and Concentration 15000	Computer /Device/Equipment Replacement 4000-4999: Books And Supplies LCFF Supplemental and Concentration 25000
		Technology Supplies 4000-4999: Books And Supplies Supplemental and Concentration 3000	Technology Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 8000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.3 Continue to purchase technology equipment that supports instruction of the CCSS.	2.3 Continue to purchase technology equipment that supports instruction of the CCSS	Instructional Technology Supplies(4300) 4000-4999: Books And Supplies Supplemental and Concentration 3000	Instructional Technology Supplies(4300) 4000-4999: Books And Supplies LCFF Supplemental and Concentration 6000
		Instructional Technology Equipment(4400) 4000-4999: Books And Supplies	Instructional Technology Equipment (4400) 4000-4999: Books And Supplies LCFF

		Supplemental and Concentration 10000	Supplemental and Concentration 13000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.4 Maintain a hosted Destiny library management software for textbook and computer inventory.	2.4 Maintain a hosted Destiny library management software for textbook and computer inventory.	Licensing Agreement 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1700	Licensing Agreement 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 1640.06

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All of the actions and services related to investing in technology to support student achievement and implementation of CCSS have been implemented as articulated. Purchasing and maintenance of both student and staff devices along with technology support was implemented as planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services for technology have been effective. We are following a replacement plan for technology purchasing and maintenance. The stipend employee is keeping an activity log of work orders and support service. The infrastructure and network support from the county has been effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Both student technology devices/supplies and instructional technology have significantly higher expenditures due to the increased enrollment and the addition of two new teachers. Higher enrollment also increase the on site technology stipend for the additional hours required.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes will be made to this goal/ actions/services.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

3. Improve campus climate to impact student/parent connectedness to school by building a safe, nurturing learning community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                              Priority 5: Pupil Engagement (Engagement)
                              Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Suspension Rate Discipline Referrals to principal Attendance Rate Chronic Absentee Rate Expulsion Rate **18-19** There will be a 5% decrease in disciplinary referrals, suspensions, and expulsions as measured by SIS data reports. Maintain the current attendance rate and decrease the chronic absenteeism rate by 5% for students as measured by state attendance data.	The suspension rate at the end of the 18-19 school year was 6.6% which is a decrease of 1.2% decrease from last year. All subgroups identified in red on the Dashboard have decreased percentages in suspension data. Expulsion rate has decreased slightly at 0.6%. Discipline referrals have increased by 26%, however this is due to alternatives to suspension which required other means of correction resulting in referral log entries. Principal referrals did decrease by 6.2%. The attendance rate has decreased from baseline to 95% and chronic absenteeism rate has decreased to 13.84%. We added two classified positions: Safe School Ambassador and a Behavior and Attendance Support Assistant The addition of regular School Attendance Review Team meetings, home visits to provide attendance support and the transportation of homeless students to school regularly.

	Expected	Actual

Baseline
Suspension Rate: 7.8%
Discipline Referral Rate: 9%
Attendance Rate: 97%
Chronic Absenteeism Rate: 17%
Expulsion Rate:1%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Continue to provide and fund a .8 FTE counselor to implement Positive Behavior and Support, train on Trauma Informed Practice, begin restorative justice practices, provide parent education nights, and support positive student behavior and interaction. Add a 4.0 hour Positive Behavioral Support Paraprofessional.	3.1 Continue to provide and fund a .8 FTE counselor to implement Positive Behavior and Support, train on Trauma Informed Practice, begin restorative justice practices, provide parent education nights, and support positive student behavior and interaction. Add a 4.0 hour Safe School Ambassador Paraprofessional not the positive Behavioral Support Paraprofessional which will be addressed in 7.1.	Counselor Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 57107	Counselor Salary 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 58541
		PBIS and Attendance Rewards 4000-4999: Books And Supplies Supplemental and Concentration 1500	PBIS and Attendance Reward 4000-4999: Books And Supplies LCFF Supplemental and Concentration 1200
		Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 22189	Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 23750
		PBS Paraprofessional 2000-2999: Classified Personnel Salaries Supplemental and Concentration 11368	PBS Paraprofessional 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 15729

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 Continue to support the Reflection Room to complement Trauma Informed Practice and the extended hours of the paraprofessional position.	3.2 Continue to support the Reflection Room to complement Trauma Informed Practice and the extended hours of the paraprofessional position. We increased the percentage of time funded through LCAP	Classified Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 3325	Classified Salary 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 19500
		Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 855	Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 3513

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3 Continue to fund a .15 homeless/foster youth/family services coordinator position.	3.3 Continue to fund a .15 homeless/foster youth/family services coordinator position.	Classified Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 12355	Classified Salary 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 12661
		Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 4847	Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 4974

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.4 Provide canine detection to ensure campus safety for all students.	3.4 Provide canine detection to ensure campus safety for all students.	Canine Detection Contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2100	Canine Detection Contract 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 2100

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All of the actions and services related to improving campus climate and connectedness to school have been implemented as articulated.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The provision of on site counseling services, the addition of the Safe School Ambassador, and the use of the Reflection Room as a safe place for student regulation has been important in providing the necessary mental health support and social skill education that many of our students need. Even though over all referrals have increased it is in large part to providing alternate means of correction and alternatives to suspension which is reflected in reduced suspension rates.We still need to work on providing resources and supports to decrease Tier 2 and Tier 3 student behaviors that affect safety and school climate.
Drug and Alcohol infractions have diminished through the use of the canine detection service and expulsions have not increased.
The work of the homeless/foster youth/family services coordinator has facilitated various types of wraparound services and has been instrumental in keeping these students in school. There are more home visits, transportation support for some of our homeless students, the introduction of a School Attendance Review Team, and earlier intervention by SARB. These interventions and supports have decreased our chronic absenteeism rate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

3.2 is higher than budgeted because we fully funded the position of the Reflection Room supervisor out of LCFF supplemental concentration funding.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We continue to have higher amounts of discipline referrals and a high level of students requiring regulation support. We plan on increasing the Safe School Ambassador hours and Reflection Room hours along with providing more training to staff on behavior management and inclusion strategies. We need to have further teacher training on the social emotional digital curriculum so that they feel comfortable in using the program regularly to support social skills and character education.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

4. Increase communication and connection between home and school to support student success.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Parent Involvement Survey **18-19** There will be a 3% increase in parent responses that they were given opportunities to be involved with the schools in each of the categories. **Baseline** Seeking Input From Parents: 33-88% Agree/Strongly Agree Participation in Programs: 78-94% Agree/Strongly Agree Safety: 72-83% Agree/Strongly Agree Academics: 77-78% Agree/Strongly Agree	Parent Involvement survey was administered at Open House with the following responses: Seeking Input From Parents: 62-88% Agree/Strongly Agree Participation in Programs: 63-94% Agree/Strongly Agree Safety: 82 % Agree/Strongly Agree Academics: 79-90% Agree/Strongly Agree

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.1 Keep the website updated and fresh.	4.1 Keep the website updated and fresh.	Webmaster /Certificated Stipend 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1000	Webmaster/Certificated Stipend 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 1000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.2 Continue to translate documents into Spanish. Include appropriate documents on the website.	4.2 Continue to translate documents into Spanish. Include appropriate documents on the website. We now have enough Spanish speaking staff members who are responsible for translating documents	Spanish Translation Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 642	Spanish Translation Services 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.3 Provide opportunities for parent education classes.	4.3 Provide opportunities for parent education classes. The teachers association received a grant to fund family fun and education nights.	Supplies for parent education 4000-4999: Books And Supplies Supplemental and Concentration 1000	Supplies for parent education nights 4000-4999: Books And Supplies Other 0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

4.1 was implemented as articulated. 4.2 is not necessary to hire an outside service provider as we have bilingual staff to translate district and school documents to Spanish. 4.3 is still an important action/service and something we plan on continuing, but it was funded this year through a JTA grant .

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Having a designated webmaster to keep the website fresh and up-to-date has been important in keeping the district compliant as well as parents informed. Family Fun Nights have significantly increased family and parent participation and connectedness at school. According to the parent survey responses, we do need to do better job of outreach to parents and families in both communication of events and invitation to participate in activities and for volunteer opportunities..

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

4.2 and 4.3 did not have actual expenditures as they were both supported through other funding sources or onsite staff.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will remove action/service 4.2 as it is supported by school staff. 4.3 will remain for next year and have an increase in funding to support four Family Fun/Education Nights with supplies and food.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

5. Prioritize safety and maintenance of district facilities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator FIT: Chinese Camp FIT: Jamestown Annual Safety Inspection: CC Annual Safety Inspection: Jamestown **18-19** N/A **Baseline** Chinese Camp: 95.24% Good Jamestown: 92.22% Good Chinese Camp: Level 1=1; Level 2=1, Level 3=5 Jamestown: Level 1=1; Level 2=7; Level 3=10	18-19 N/A

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 6

6. Ensure a broad course of study for all students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Master Schedule **18-19** 100% of students will receive instruction in music, art, technology, STEM, English Language Arts, math, social studies, science, and PE each year. **Baseline** 100% of students receive instruction in music, art, technology, STEM, English Language Arts, math, social studies, science, and PE each year.	This goal was met through the master schedule to provide all students with music, art, technology, STEM, English Language Arts, math, social studies, science, and PE. We have certificated art teacher at 51% and a certificated music teacher at 52%. We have allotted funding for STEAM assemblies and field trips and necessary supplies for art and music.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

6.1 Provide a music and art teacher and supplies, STEM supplies	6.1 Provide a music and art teacher and supplies, STEM supplies. A STEM assembly was funded as well.	Supplies for Jamestown Elementary 4000-4999: Books And Supplies Supplemental and Concentration 6000	Supplies for Jamestown Elementary 4000-4999: Books And Supplies LCFF Supplemental and Concentration 6500
		Supplies for the Science Academy 4000-4999: Books And Supplies Supplemental and Concentration 1500	Supplies for the Science Academy 4000-4999: Books And Supplies LCFF Supplemental and Concentration 1500
		Art/Music/STEM services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 500	Art/Music/STEM services 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 500
		STEM services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 500	STEM services 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 772
		Art and Music Teacher Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 72772	Art and Music Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 71358
		Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 21982	Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 14147

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All of the actions and services related to ensuring a broad course of study to all students have been implemented as articulated.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All students receive art and music and is a continued priority for the LEA. Both programs receive significant funding to purchase supplies in order to provide our students with a quality well-rounded education

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Most expenditures were accurate. We did use Title IV to support additional purchases for STEM activity centers in each classroom. We did increase the art supply funding to reflect the additional student enrollment.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made and art, music and STEAM assemblies/activities will continue to be funded.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 7

7. Build the capacity of the faculty to deliver rigorous high quality Common Core Standards based instruction to students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Materials, sign in sheets for staff development. Staff Survey Providing Professional Learning Providing Instructional Materials Identifying Areas of Improvement Ancillary Academic Standards Support for Teachers **18-19** 100% of teachers who teach ELA, Math, Science, and Social Studies will receive professional development in how to select CCCS aligned textbooks that are part of the adoption cycle. Staff responses will indicate increasing by at least one level on the survey rubric for each category of the survey.	Staff survey data for professional learning and provision of instructional materials are at full implementation and implementation and sustainability with the exception of science and history social studies which are new adoptions and are in initial implementation. The areas for improvement are in more instructional support in science. Ancillary academic standards are improving in the areas of World Language and CTE and need more support in the implementation of health curriculum. Support for teachers as a whole group and individuals has improved a level toward full implementation. The focus did shift this year to more professional development and trainings for staff on social emotional learning strategies and instruction. MTSS implementation plans were developed along with identified tiered intervention support.

Expected	Actual

Baseline
100% of teachers received training in how to select ELA/ELD standards-aligned textbooks.

Staff Survey:
Providing Professional Learning: ELA/Math=Full Implementation/Sustainability
ELD/NCSS/HSS= Exploration/Research or Beginning Develop
Providing Instructional Materials:
ELA/Math=Full Implementation/Sustainability
ELD/NCSS/HSS= Exploration/Research or Beginning Develop
Identifying Areas of Improvement:
ELA/Math=Full Implementation/Sustainability
ELD/NCSS/HSS= Exploration/Research or Beginning Develop
Ancillary Academic Standards:
Exploration/Research or Beginning Develop
Support for Teachers: Initial or Full
Implementation

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7.1 Continue to fund a .15 Multi-Tiered Student Support Coordinator to enhance classroom instruction.	7.1 Increased the funding to .25 Multi-Tiered Student Support Coordinator to enhance classroom instruction. Added 1.0 FTE Behavior and Attendance Support Assistant	Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 14027	Salary MTSS Coordinator 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 24530
		Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 5121	Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 7201
			Salary of BASA 2000-2999: Classified Personnel Salaries

			LCFF Supplemental and Concentration 28182
			Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 7402

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7.2 Continue to provide training for in Trauma Informed Practice.	7.2 Continue to provide training for Trauma Informed Practice. No money was spent for training, but there were supplies purchased to support student regulation and trauma informed interventions	Supplies and Materials 4000-4999: Books And Supplies Supplemental and Concentration 1000	Supplies and Materials 4000-4999: Books And Supplies Locally Defined 873

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The MTSS coordinator position to enhance classroom instruction and student support was implemented as articulated. Midway through the year the addition of a Behavior and Attendance Support Assistant was added to aid in the implementation of MTSS practices and programs.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We had a change is personnel and someone who was new to administration. This required more leadership training and familiarity with our initiatives and procedures. Because of this we did not see the needle move significantly in the integrated Framework for Transformation based of the Fidelity of Implementation Tool:

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We increased the percentage of funding for the MTSS coordinator and added a Behavior and Attendance Support Assistant.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The need for trauma informed tools and supplies to use within classrooms was more necessary instead of additional training.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

December 12, 2018   the Board was updated on the current LCAP; reviewed progress on goals, actions, services .

On January 8, 2019 a meeting was held with the Parent Teacher Organization to update them on the progress of the current LCAP.

On January 9, 2019 at a meeting of the Jamestown/Chinese Camp Joint Site Council--which serves as the Parent Advisory Council- an update of the current LCAP was provided and questions addressed.

On January 9, 2019 a meeting was held with the President of the Jamestown Teachers Association Chapter of CTA to update him on the progress of the current LCAP.

On January 10, 2019 a meeting was held with the President of Chapter 742 of California School Employees Association to update her on the progress of the current LCAP.

On January 10, 2019 a meeting was held with the classified staff to update them on the progress of the current LCAP.

On January 14, 2019 a meeting was held with the certificated staff and leadership team to update them on the progress of the current LCAP.

On January 19, 2019 at a Management Team meeting, the Management team was updated on the current LCAP and asked for feedback

On March 1, 2019 a Budget study session was held with the Superintendent and CBO to review LCAP budget.

On March 14, 2019 at a meeting of the Jamestown/Chinese Camp Joint Site Council--which serves as the Parent Advisory Council- an update of the current LCAP was provided and changes or recommendations were solicited.

On March 18, 2019 California Healthy kids Survey was given to 5th and 7th grade students

On March 19, 2019 the Management team was asked for input on changes or recommendations.

On March 21, 2019 Literacy Night, a family fun and education night, was held for students and families in which there was a station for parents to take the California Healthy Kids Parent Survey

On April 1, 2019 a meeting was held with the certificated staff to ask for changes or recommendations.

On April 8, 2019 a meeting was held with the classified staff to ask for changes or recommendations.

On April 16, 2019 a parent meeting was held to solicit input and feedback on current and future goals and services.

On May 9, 2019 a primary school climate survey was administered to grade K-4.

On May 10, 2019 A reflective staff development and local indicator surveys were administered to teachers.

Parent involvement survey was administered at Open House on May 14, 2019 at Chinese Camp and May 16, 2019 at Jamestown Elementary.

On May 20, 2019 a meeting was held with leadership/ student council students to provide an update of the current LCAP and ask for changes or recommendations on what students would like to see happen for the school next year.

The LCAP was reviewed and approved by the Parent Advisory Committee/Site Council.l, which serves as the Parent Advisory Committee, for the final year 2019-2020 on May 29, 2019.

Consultation with Jamestown Teachers Association Chapter of CTA about the content of the Local Control Accountability Plan took place on June 3, 2019.

Consultation with Chapter 742 of California School Employees Association about the content of the Local Control Accountability Plan took place on June 3, 2019

A hearing was conducted on June 12, 2019 in order for the Governing Board to hear comments from the public about the Local Control Accountability Plan prior to its consideration on June 26, 2019.

The Board approved the LCAP on June 26, 2019 at a public meeting.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Based on the aggregated input from all the stakeholder groups, the following changes were made to the LCAP:

Goal 1:The Freckle program formerly known at FrontRow program software will be continue in grades 1-4, but will include ELA,Math, Social Studies and Science. Get More Math (GMM) will continue to be a free math software for grades 5-8.   New NGSS state adopted curriculum will be piloted in the upcoming year in order to select for purchase by the end of the 2019-2020 school year. NGSS aligned software (Mystery Science) will continue to be purchased for next year while we prepare for an adoption by the end of year. There is unanimous support for the continued expansion of Dual Immersion with the addition of another classroom, the conversational Spanish software program Calico Spanish, and Estrellita as the Spanish reading program to assist in the transition to Spanish literacy. State adopted curriculum will be purchased in both English and Spanish for the grade levels participating in the Dual Immersion program. An additional hour of bilingual aide time will be added to support Spanish language development in grades 4/5. Professional development for teachers will continue and is important, but will be funded through Title II.

Goal 2: The technology consultant position will continue, and the contracted services with TCSOS will continue with a different funding source. There is unanimous support for continued support of 1:1 devices for 1-8 grade students and iPad stations for kindergarten classes, maintaining and upgrading classroom technology, and the maintenance and funding of the technology replacement plan.

Goal 3: There is an overwhelming response to maintaining the counselor, and to continue the current restructuring of the expectations so that the counselor can be more available and can devote more uninterrupted time to individualized and group counseling along with classroom presentations using social emotional curriculum. In order to continue the implementation and maintenance of a positive school climate and to promote a sense of safety and positive relationships, the paraprofessional position of Safe School Ambassador will be increased to a 6 hour a day position. Positive Behavior Support strategies and incentives will continue along with incentives to promote regular attendance and decrease chronic absenteeism. The implementation of regular school attendance review teams (SART) will continue along with consistent education for parents on the importance of school attendance. Consistency in discipline protocols, and the use of the Reflection Room will be clarified, tiered interventions and a digital social emotional learning program will be implemented school-wide, increased training on positive classroom behavior management and trauma informed practices, and discipline data will be reviewed regularly to become more proactive. The funding of the homeless liaison will continue with the added role of attendance support by increasing and documenting home visits for truant or chronically absent students, facilitating transportation support, providing wraparound support resources, and participation on both the on site SART and county SARB programs. Canine detection has made a difference in lessening the amount of drug and alcohol referrals and will be continued to support campus safety.

Goal 4: Website maintenance through a stipend position will continue to keep it current and informative. Parent /community engagement nights will continue with scheduled Family Fun Nights along with relevant parent education topics along with free food available for each event to encourage participation.

Goal 5: This goal was eliminated

Goal 6: There does continue to be strong support for the art, music and STEAM programs. Funding will continue for art and music supplies, and STEM activities along with a designated amount for STEAM related assemblies and field trips along with targeted field study units at Chinese Camp Science Academy .

Goal 7: A focus for Multi-tiered Systems of Support (MTSS) of students will continue with funding to support coordination efforts.The addition of the Behavior and Attendance support Assistant was necessary and successful in addressing both areas of need under the MTSS initiative. This will continue into the following year as part of the new principal's support team. The SWIFT Fidelity of Implementation Tool data will be used and a comparison reviewed to identify areas of growth and those of continued improvement increasing percentage of implementation of the School wide integrated Framework for Transformation.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

1. Support student achievement by aligning curriculum and Common Core Standards and offering targeted intervention.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

Improve student proficiency in language arts and mathematics as measured by DIBELS, STAR Reading and Math, CAASPP results, CELDT(ELPAC) rate and English Learner reclassification data. Professional Development training and collaboration will continue, but will be addressed through other funding sources. Staff development survey ratings will be addressed on our Dashboard through Local Indicator reporting. The Dual Language Immersion Program will expand with an additional teacher and the hours of the upper elementary bilingual paraprofessional will increase to provide Spanish language development to our students in the Dual Immersion Program.
Rate of misassignments--N/A: There are no misassignments

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
DIBELS (reading) STAR Reading STAR Math Fast ForWord CAASPP ELA	DIBELS: 4% decrease in beginning readers and a 3% increase in Core readers. Star Reading: .7 GE Star Math: 1.7 GE	Student performance on interim assessments in language arts and mathematics will improve by at least three	Student performance on interim assessments in language arts and mathematics will improve by at least three	Student performance on interim assessments in language arts and mathematics will improve by at least three

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP MATH CELDT Rate Reclassification Rate Staff Survey Providing Professional Learning Providing Instructional Materials Identifying Areas of Improvement Ancillary Academic Standards Support for Teachers	Fast ForWord 45% Gain CAASPP ELA 34% Meeting/Exceeding +8% CAASPP MATH 20% Meeting/Exceeding + 2% CELDT Rate: 56% Reclassification Rate: 12% Staff Survey: Providing Professional Learning: ELA/Math=Full Implementation/Sustainability ELD/NCSS/HSS= Exploration/Research or Beginning Develop Providing Instructional Materials: ELA/Math=Full Implementation/Sustainability ELD/NCSS/HSS= Exploration/Research or Beginning Develop Identifying Areas of Improvement: ELA/Math=Full Implementation/Sustainability ELD/NCSS/HSS= Exploration/Research or Beginning Develop Ancillary Academic Standards:	percent over the previous year. Staff responses will indicate increasing by at least one level on the survey rubric for each category of the survey.	percent over the previous year.	percent over the previous year.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Exploration/Research or Beginning Develop Support for Teachers: Initial or Full Implementation			

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

1.1 Purchase CCSS aligned curriculum, state board adopted textbooks, and research-based universal and targeted intervention materials.	1.1 Purchase CCSS aligned curriculum, state board adopted textbooks, and research-based universal and targeted intervention materials for science.	1.1 Purchase CCSS aligned curriculum, state board adopted textbooks, and research-based universal and targeted intervention materials.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	70000	46000	32921
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Curriculum	4000-4999: Books And Supplies Curriculum	4000-4999: Books And Supplies Curriculum

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

1.2 Continue to provide professional development training and collaboration time to align CCSS to instruction and improve student achievement.	N/A	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	12000		
Source	Supplemental and Concentration		
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Training		
Amount	500		
Source	Supplemental and Concentration		
Budget Reference	2000-2999: Classified Personnel Salaries Substitutes		

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.3 Maintain licensing and research-based software for reading and math intervention, and English Language Development support (AR, STAR Math and Reading, Math Score/Front Row)	1.3 Maintain licensing and research-based software for reading and math intervention, and English Language Development support (AR, STAR Math and Reading, Front Row/Freckle)	1.3 Maintain licensing and research-based software for reading and math intervention, and English Language Development support (AR, STAR Math and Reading, Math Score/Front Row) Increase software licensing to include Spanish language support (Calico, Estrellita) kindergarten assessment (ESGI) and Science (Mystery Science)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	13000	13122	20000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Software Licenses	5800: Professional/Consulting Services And Operating Expenditures Software Licenses	5800: Professional/Consulting Services And Operating Expenditures Software Licenses

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Student Groups: Academically struggling students [Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

1.4 Continue to provide a Dual Language Immersion program and English Language Development Support and Instruction. Add a 3rd grade Dual Immersion class.

2018-19 Actions/Services

1.4 Continue to provide a Dual Language Immersion program and English Language Development Support and Instruction. Add a 4th grade Dual Immersion class and a second bilingual paraprofessional.

2019-20 Actions/Services

1.4 Continue to provide a Dual Language Immersion program and English Language Development Support and Instruction. Add a 5th grade Dual Immersion class. Increase the hours of the upper elementary bilingual paraprofessional to support Spanish language development

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	154854	214586	209289
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Salaries New/Hutchins/Benton)	1000-1999: Certificated Personnel Salaries Certificated Salaries	1000-1999: Certificated Personnel Salaries Certificated Salaries

Amount	36779	47742	39414
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Classified Salaries (LaPertche/Torres)	2000-2999: Classified Personnel Salaries Classified Salaries	2000-2999: Classified Personnel Salaries Classified Salaries
Amount	62526	94468	96029
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits
Amount	1260		
Source	Supplemental and Concentration		
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Substitutes		
Amount	1000		
Source	Supplemental and Concentration		
Budget Reference	4000-4999: Books And Supplies Dual Immersion/ELD Curriculum/Supplies		

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Student Groups: Targeted students--all grades
[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

1.5 Continue to provide before school instructional support at Chinese Camp and after school instructional support at Jamestown for targeted students.

2018-19 Actions/Services

1.5 Continue to provide before school instructional support at Chinese Camp and after school instructional support at Jamestown for targeted students.

2019-20 Actions/Services

1.5 Continue to provide before school instructional support at Chinese Camp and after school instructional support at Jamestown for targeted students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5038	6777	7017
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Classified Salary	2000-2999: Classified Personnel Salaries Classified Salaries	2000-2999: Classified Personnel Salaries Classified Salaries
Amount	1182	1918	2190
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits

Amount	600		
Source	Supplemental and Concentration		
Budget Reference	4000-4999: Books And Supplies Books and Supplies		

Action 6

Specific Student Groups: Targeted Students 4-8 grades	

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

2. Invest in technology to support student achievement, implementation of the Common Core Standards, and the Smarter Balanced Assessment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

Purchase and maintain the technology that supports members of the Jamestown learning community. Yearly maintenance of 1:1 computers and upkeep. We need to maintain an onsite technology support through a stipend position, but will use another funding source to purchase technology support from Tuolumne Superintendent of Schools Office for the maintenance of network and to support staff

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Ratio of working computers per student.	Curent ratio is 334 working computers to 331 students (1:1).	Technology, including the wireless network, will be maintained in good working order and access will be reliable. Students and teachers will have access to online resources and	Technology, including the wireless network, will be maintained in good working order and access will be reliable. Students and teachers will have access to online resources and	Technology, including the wireless network, will be maintained in good working order and access will be reliable. Students and teachers will have access to online resources and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		software that support teaching and learning of the common core standards.	software that support teaching and learning of the common core standards.	software that support teaching and learning of the common core standards.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.1 Stipend an employee and purchase technology support from the Tuolumne Superintendent of Schools Office to	2.1 Stipend an employee for on site technology support to maintain technology	2.1 Stipend an employee for on site technology support to maintain technology

	maintain the network and computers and to support staff.	devices and to provide staff support for technology needs.	devices and to provide staff support for technology needs.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Year	2017-18	2018-19	2019-20
Amount	9500	9500	10200
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary	1000-1999: Certificated Personnel Salaries Salary	1000-1999: Certificated Personnel Salaries Salary
Amount	6000		
Source	Supplemental and Concentration		
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Technology Support from TCSOS		
Amount	1737	1965	2556
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| English Learners
Foster Youth
Low Income | LEA-wide | All Schools |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.2 Continue to acquire and maintain sufficient devices to provide 1:1 access to technology for students in grades TK-8.	2.2 Continue to acquire and maintain sufficient devices to provide 1:1 access to technology for students in grades TK-8.	2.2 Continue to acquire and maintain sufficient devices to provide 1:1 access to technology for students in grades TK-8.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	12000	15000	15000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Computers Replacement	4000-4999: Books And Supplies Computer/Device/Equipment Replacement	4000-4999: Books And Supplies Computer/Device/Equipment Replacement
Amount	7000	3000	3000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Technology Equipment/Repair	4000-4999: Books And Supplies Technology Supplies	4000-4999: Books And Supplies Technology Supplies

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2.3 Continue to purchase technology equipment that supports instruction of the CCSS.

2018-19 Actions/Services

2.3 Continue to purchase technology equipment that supports instruction of the CCSS.

2019-20 Actions/Services

2.3 Continue to purchase technology equipment that supports instruction of the CCSS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5000	3000	3000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Technology Equipment	4000-4999: Books And Supplies Instructional Technology Supplies(4300)	4000-4999: Books And Supplies Instructional Technology Supplies (4300)
Amount	7000	10000	10000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Technology Equipment and Support	4000-4999: Books And Supplies Instructional Technology Equipment(4400)	4000-4999: Books And Supplies Instructional Technology Replacement (4400)

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.4 Maintain a hosted Destiny library management software for textbook and computer inventory.	2.4 Maintain a hosted Destiny library management software for textbook and computer inventory.	2.4 Maintain a hosted Destiny library management software for textbook and computer inventory.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5775	1700	1700
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Licensing Agreement	5800: Professional/Consulting Services And Operating Expenditures Licensing Agreement	5800: Professional/Consulting Services And Operating Expenditures Licensing Agreement

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 3

3. Improve campus climate to impact student/parent connectedness to school by building a safe, nurturing learning community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

To build a safe nurturing learning community at Jamestown and Chinese Camp Schools. We need to implement behavior management training for all staff at the beginning of the year to set clear expectations and consistency across all areas. We need to increase mental health services and supports, provide targeted social emotional education, utilize universal screening tools to identify and monitor academic and behavioral needs and revise the disciplinary matrix. These changes are a response to reduce the suspension rates both overall and with our identified subgroups and lower our chronic absenteeism rate.
High School Drop Out Rate--N/A: This is a K-8 LEA
Middle School Drop Out Rate: 0

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension Rate Discipline Referrals to principal Attendance Rate	Suspension Rate: 7.8% Discipline Referral Rate: 9% Attendance Rate: 97%	There will be a 5% decrease in disciplinary referrals, suspensions, and expulsions as	There will be a 5% decrease in disciplinary referrals, suspensions, and expulsions as	There will be a 5% decrease in disciplinary referrals, suspensions, and expulsions as

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic Absentee Rate Expulsion Rate	Chronic Absenteeism Rate: 17% Expulsion Rate:1%	measured by SIS data reports. Maintain the current attendance rate and decrease the chronic absenteeism rate by 5% for students as measured by state attendance data.	measured by SIS data reports. Maintain the current attendance rate and decrease the chronic absenteeism rate by 5% for students as measured by state attendance data.	measured by SIS data reports. Maintain the current attendance rate and decrease the chronic absenteeism rate by 3% students as measured by state attendance data.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

3.1 Provide and fund a .8 FTE counselor to implement Positive Behavior and Support, train on Trauma Informed Practice, begin restorative justice practices, provide parent education nights, and support positive student behavior and interaction.	3.1 Continue to provide and fund a .8 FTE counselor to implement Positive Behavior and Support, train on Trauma Informed Practice, begin restorative justice practices, provide parent education nights, and support positive student behavior and interaction. Add a 4.0 hour Positive Behavioral Support Paraprofessional.	3.1 Continue to provide and fund a .8 FTE counselor to implement Positive Behavior and Support, train on Trauma Informed Practice and classroom behavior management, begin restorative justice practices, and support positive student behavior and increased attendance with more rewards and incentives. Increase the Positive Behavioral Support Paraprofessional (Safe School Ambassador) position to 6 hours a day.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	53802	57107	56
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Counselor Salary	2000-2999: Classified Personnel Salaries Counselor Salary	2000-2999: Classified Personnel Salaries Counselor Salary
Amount	1500	1500	2000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies PBIS and Attendance Rewards	4000-4999: Books And Supplies PBIS and Attendance Rewards	4000-4999: Books And Supplies PBIS and Attendance Rewards
Amount	21118	22189	24780
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits
Amount		11368	30432
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries PBS Paraprofessional	2000-2999: Classified Personnel Salaries PBS Paraprofessional

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Homeless Youth
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide
[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Jamestown Elementary
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.2 Support the Reflection Room to complement Trauma Informed Practice and the extended hours of the paraprofessional position.	3.2 Continue to support the Reflection Room to complement Trauma Informed Practice and the extended hours of the paraprofessional position.	3.2 Continue to support the Reflection Room to complement Trauma Informed Practice and the extended hours of the paraprofessional position.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3443	3325	3408
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Classified Salary	2000-2999: Classified Personnel Salaries Classified Salary	2000-2999: Classified Personnel Salaries Classified Salary
Amount	898	855	872
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Homeless Youth
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

3.3 Fund a .15 homeless/foster youth/family services coordinator position.	3.3 Continue to fund a .15 homeless/foster youth/family services coordinator position.	3.3 Continue to fund a .15 homeless/foster youth/family services coordinator position with the addition of attendance support services and home visits.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	12141	12355	12972
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Classified Salary	2000-2999: Classified Personnel Salaries Classified Salary	2000-2999: Classified Personnel Salaries Classified Salary
Amount	4515	4847	5403
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Jamestown Elementary

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.4 Provide canine detection to ensure campus safety for all students.	3.4 Provide canine detection to ensure campus safety for all students.	3.4 Provide canine detection to ensure campus safety for all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2100	2100	2100
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Canine Detection Contract	5800: Professional/Consulting Services And Operating Expenditures Canine Detection Contract	5800: Professional/Consulting Services And Operating Expenditures Canine Detection Contract

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 4

4. Increase communication and connection between home and school to support student success.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Need: Provide, invite and encourage parents to be more involved and connected to school. Not only providing more opportunities, but increasing our outreach and providing clearer information regarding resources and support for families.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Involvement Survey	Seeking Input From Parents: 33-88% Agree/Strongly Agree Participation in Programs: 78-94% Agree/Strongly Agree Safety: 72-83% Agree/Strongly Agree	There will be a 3% increase in parent responses of Agree/Strongly Agree that they were given opportunities to be involved with the	There will be a 3% increase in parent responses that they were given opportunities to be involved with the schools in each of the categories.	There will be a 3% increase in parent responses that they were given opportunities to be involved with the schools in each of the categories.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Academics: 77-78% Agree/Strongly Agree	schools in each of the categories.		

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.1 Keep the new website updated and fresh.	4.1 Keep the website updated and fresh.	4.1 Keep the website updated and fresh.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1000	1000	1000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Webmaster	1000-1999: Certificated Personnel Salaries Webmaster /Certificated Stipend	1000-1999: Certificated Personnel Salaries Webmaster/Certificated Stipend

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.2 Continue to translate documents into Spanish. Include appropriate documents on the website.	4.2 Continue to translate documents into Spanish. Include appropriate documents on the website.	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1700	642	
Source	Supplemental and Concentration	Supplemental and Concentration	
Budget Reference	2000-2999: Classified Personnel Salaries Extra Hours	5800: Professional/Consulting Services And Operating Expenditures Spanish Translation Services	
Amount	300		
Source	Supplemental and Concentration		
Budget Reference	3000-3999: Employee Benefits Employee Benefits		

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

4.3 Provide opportunities for parent education classes.	4.3 Provide opportunities for parent education classes.	4.3 Provide opportunities for parent education classes, community outreach events and Family Fun Nights.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1600	1000	3500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Supplies for parent education	4000-4999: Books And Supplies Supplies for parent education	4000-4999: Books And Supplies Supplies for parent education

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 5

5. Prioritize safety and maintenance of district facilities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Identified Need:

District facilities and grounds have suffered from limited funds. The action and service for lighting was completed by Prop 39 funding. There no longer a lighting need and other facility needs will be addressed through other plans. Priority 1 is addressed in Goals 2 and 4.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
FIT: Chinese Camp FIT: Jamestown Annual Safety Inspection: CC Annual Safety Inspection: Jamestown	Chinese Camp: 95.24% Good Jamestown: 92.22% Good Chinese Camp: Level 1=1; Level 2=1, Level 3=5 Jamestown: Level 1=1; Level 2=7; Level 3=10	District campuses will be inviting and well maintained learning environments for students as measured by a "good" rating on the annual FIT inspection and JPA safety reports. FIT and Safety Inspection reports with	N/A	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Level 1 or 2 violations will be completed within 2 months or less, depending on their severity. Level 3 violations will be completed within 4 months.		

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| 5.1 Lighting will be upgraded in classrooms to LED. | N/A | N/A |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,000		
Source	Supplemental and Concentration		
Budget Reference	4000-4999: Books And Supplies LED Bulbs		

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 6

6. Ensure a broad course of study for all students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 7: Course Access (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

A comprehensive instructional plan and focus to ensure all students have access to a broad course of study. Art, Music and STEM will continue to supported, although substitutes will be paid through another funding source and the Artist in Residence Grant will not be renewed.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Master Schedule	100% of students receive instruction in music, art, technology, STEM, English Language Arts, math, social studies, science, and PE each year.	100% of students will receive instruction in music, art, technology, STEM, English Language Arts, math, social studies, science, and PE each year.	100% of students will receive instruction in music, art, technology, STEM, English Language Arts, math, social studies, science, and PE each year.	100% of students will receive instruction in music, art, technology, STEM, English Language Arts, math, social studies, science, and PE each year.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
6.1 Provide a music and art teacher and supplies, STEM supplies and assemblies, and a CCSA field trip.	6.1 Provide a music and art teacher and supplies, STEM supplies	6.1 Provide a music and art teacher and supplies, STEAM supplies and assemblies.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	6300	6000	7500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Supplies for Jamestown Elementary	4000-4999: Books And Supplies Supplies for Jamestown Elementary	4000-4999: Books And Supplies Supplies for Jamestown Elementary
Amount	1500	1500	1500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Supplies for the Science Academy	4000-4999: Books And Supplies Supplies for the Science Academy	4000-4999: Books And Supplies Supplies for the Science Academy
Amount	100		
Source	Supplemental and Concentration		
Budget Reference	5000-5999: Services And Other Operating Expenditures STEM Conference/Mileage		
Amount	500	500	1000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures STEM Assembly for Jamestown El	5800: Professional/Consulting Services And Operating Expenditures Art/Music/STEM services	5800: Professional/Consulting Services And Operating Expenditures Art/Music/STEAM assemblies
Amount	500	500	2000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures STEM Assembly for the Science Academy	5800: Professional/Consulting Services And Operating Expenditures STEM services	5800: Professional/Consulting Services And Operating Expenditures STEAM services for Chinese Camp

Amount	60339	72772	67791
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Art and Music Teacher Salary	1000-1999: Certificated Personnel Salaries Art and Music Teacher Salary	1000-1999: Certificated Personnel Salaries Art and MusicTeacher Salary
Amount	14643	21982	26212
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits
Amount	550		
Source	Supplemental and Concentration		
Budget Reference	1000-1999: Certificated Personnel Salaries Substitutes for Art and Music		

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
6.2 Fund an "Artist in Residence."	N/A	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3000		
Source	Supplemental and Concentration		
Budget Reference	5000-5999: Services And Other Operating Expenditures District portion of grant requirement		

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 7

7. Build the capacity of the faculty to deliver rigorous high quality Common Core Standards based instruction to students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Identified Need:

Need: Supplies and materials need to be purchased for classrooms to help support Trauma Informed Practices. If students are dysregulated and social emotional needs are not met , they are not at baseline. Students need to have supplies within the classroom to help them to regulate and return to baseline so that they can access curriculum and instruction. Additionally, we have seen an increase in eloping behavior out of the classroom in primary aged students. By providing safe spaces within the classroom, this increases the likelihood that students will remain in the classroom and this increases safety.   Further trauma informed training, release time, and supplies will be handled through other funding sources and the action/service 7.2 will be deleted. There is a need for additional behavior and attendance support assistant and this classified position was implemented in 2018-20.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Materials, sign in sheets for staff development. Staff Survey Providing Professional Learning	100% of teachers received training in how to select ELA/ELD standards-aligned textbooks.	100% of teachers who teach ELA, Math, Science, and Social Studies will receive professional development in how to	100% of teachers who teach ELA, Math, Science, and Social Studies will receive professional development in how to	100% of teachers who teach ELA, Math, Science, and Social Studies will receive professional development in how to

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Providing Instructional Materials Identifying Areas of Improvement Ancillary Academic Standards Support for Teachers	Staff Survey: Providing Professional Learning: ELA/Math=Full Implementation/Sustainability ELD/NCSS/HSS= Exploration/Research or Beginning Develop Providing Instructional Materials: ELA/Math=Full Implementation/Sustainability ELD/NCSS/HSS= Exploration/Research or Beginning Develop Identifying Areas of Improvement: ELA/Math=Full Implementation/Sustainability ELD/NCSS/HSS= Exploration/Research or Beginning Develop Ancillary Academic Standards: Exploration/Research or Beginning Develop Support for Teachers: Initial or Full Implementation	select CCCS aligned textbooks that are part of the adoption cycle. Staff responses will indicate increasing by at least one level on the survey rubric for each category of the survey.	select CCCS aligned textbooks that are part of the adoption cycle. Staff responses will indicate increasing by at least one level on the survey rubric for each category of the survey.	select CCCS aligned textbooks that are part of the adoption cycle. Staff responses will indicate increasing by at least one level on the survey rubric for each category of the survey.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
7.1 Fund a .25 Multi-Tiered Student Support Coordinator to enhance classroom instruction.	7.1 Continue to fund a .15 Multi-Tiered Student Support Coordinator to enhance classroom instruction.	7.1 Increase funding to a .25 Multi-Tiered Student Support Coordinator to enhance classroom instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	24,454	14027	23963
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary	1000-1999: Certificated Personnel Salaries Salary	1000-1999: Certificated Personnel Salaries Salary
Amount	9332	5121	7381
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

7.2 Provide training for staff in Trauma Informed Practice.	7.2 Continue to provide training for in Trauma Informed Practice.	7.2 Delete trauma informed training which will be funded from another source and help support trauma informed practices by funding a Behavior and Attendance Support Assistant

Budgeted Expenditures

	2017-18	2018-19	2019-20
Year	2017-18	2018-19	2019-20
Amount	2000	1000	
Source	Supplemental and Concentration	Supplemental and Concentration	
Budget Reference	1000-1999: Certificated Personnel Salaries Salary	4000-4999: Books And Supplies Supplies and Materials	
Amount	500		
Source	Supplemental and Concentration		
Budget Reference	1000-1999: Certificated Personnel Salaries Substitutes		
Amount	882	7304	8028
Source	Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits.
Amount	500	27254	28182
Source	Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Salary/Subs	2000-2999: Classified Personnel Salaries Classified Salary	2000-2999: Classified Personnel Salaries Classified Salary

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 8

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

OR

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 9

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

OR

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 10

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$793,697	26.14%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The District's high unduplicated count of 76.63% indicates that all of the students in the district will benefit from the services provided to the targeted groups, therefore the funds continue to be used to serve students on a district-wide basis. By implementing goals and programs for all students, the remaining 23.37% of students will automatically receive similar key programs. Specifically, there are increased and improved services for unduplicated pupils in the areas of counseling services and liaison support for homeless and foster youth along with attendance support by increasing hime visits, and early intervention support by scheduling regular School Attendance Review Team (SART) meetings. There is an increase to positive behavior intervention and support through the continuance and increase in hours of a Safe School Ambassador position, the addition of a Behavior and Attendance Support Assistant position, and the maintenance of funding for Positive Behavior Support incentives and our regulation support through the use of a Reflection Room. This has proven to improve our services to the identified subgroups of homeless, SED, EL as reflected in a decrease in our suspension percentage. The district will continue to provide standards-aligned curriculum, support music, art, and STEAM to ensure a broad course of study, provide research based intervention programs and materials and increase the time for intervention instruction both during school and after school hours for struggling students. Technology is a priority and funds are dedicated to increase the accessibility to instructional software programs, computing devices, and technology support which is necessary in today's instructional environment to foster 21st Century Learning skills. Funds are also being used to provide training and coaching to effectively implement and sustain Multi Tiered Systems of Support; to support a full time Reflection Room for regulation, restorative practices and social emotional learning; to practice, monitor, and support trauma informed strategies; and to increase services to English Learners and their families through a Dual Immersion Program and daily ELD instruction.

Jamestown School District has an unduplicated count of 76.63%. The majority of the funds are being used district-wide because the vast majority of our students fall into the subgroups identified for supplemental and concentrated funding and it would be difficult to separate out the remaining 23.37% of the students. The district has made a commitment to implementing structures, systems, and

programs reflective of Multi Tiered Systems of Support (MTSS) which applies to all students. Our population of Spanish students is the highest in the county and the district has chosen to embrace and support a Dual Immersion Program which is the only one in Tuolumne County. The district is increasing services not only to the children, but to their families. The district continues to address the communication needs of our non-English speaking parents and we are working to support a increase in parental involvement by providing more volunteer opportunities, resources, and education nights, in order for them to become more connected to school. The high rate of poverty in our district challenges us to provide more identification of need within our school community and support those students and their families who are in need with wrap around services, through a family resource center and partnerships with County Mental Health Services and Tuolumne County Foster Youth Coalition. Academic support is a priority and provided through after school intervention and tutoring programs, and EL support to students and their families. It is always a district priority to provide access to high quality instruction, standards-aligned materials, up-to-date technology, and safe and well-maintained facilities.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$700,468	25.78%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The District's high unduplicated count of 77.51 indicates that all of the students in the district will benefit from the services provided to the targeted groups, therefore the funds continue to be used to serve students on a district-wide basis. By implementing goals and programs for all students, the remaining 22.49 of students will automatically receive similar key programs. Specifically, there are increased and improved services for unduplicated pupils in the areas of counseling services and liaison support for homeless and foster youth. There is an increase to positive behavior intervention and support through the addition of a Safe School Ambassador position and the maintenance of funding for Positive Behavior Support incentives and our regulation support through the use of a Reflection Room. The district will continue to provide standards-aligned curriculum, support music, art, and STEM to ensure a broad course of study, provide research based intervention programs and materials and increase the time for intervention instruction both during school and after school hours for struggling students. Technology is a priority and funds are dedicated to increase the accessibility to instructional software programs, computing devices, and technology support which is necessary in today's instructional environment to foster 21st Century Learning skills. Funds are also being used to further train all staff in trauma informed practice, to

support a Reflection Room, to practice trauma informed strategies, and to increase services to English Learners and their families through a Dual Immersion Program and daily ELD instruction.

Jamestown School District has an unduplicated count of 77.51. The majority of the funds are being used district-wide because the vast majority of our students fall into the subgroups identified for supplemental and concentrated funding and it would be difficult to separate out the remaining 22.49 of the students. The district has made a commitment to implementing structures, systems, and programs reflective of Multi Tiered Systems of Support (MTSS) which applies to all students. Our population of Spanish students is the highest in the county and the district has chosen to embrace and support a Dual Immersion Program which is the only one in Tuolumne County. The district is increasing services not only to the children, but to their families. The district continues to address the communication needs of our non-English speaking parents and we are working to support a increase in parental involvement by providing resources for them to become more involved in our schools. The high rate of poverty in our district challenges us to provide more identification of need within our school community and support those students and their families who are in need with wrap around services, through a family resource center and partnerships with County Mental Health Services, Tuolumne County Foster Youth Coalition and the Tuolumne Indian Health Center who provides counseling and therapy services. Academic support is a priority and provided through after school intervention and tutoring programs, and EL support to students and their families. It is always a district priority to provide access to high quality instruction, standards-aligned materials, up-to-date technology, and safe and well-maintained facilities.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$635,460	25.23%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The District's high unduplicated count of 77.74% indicates that all of the students in the district will benefit from the services provided to the targeted groups, therefore the funds are being used to serve students on a district-wide basis. By implementing goals and programs for all students, the remaining 22.26% of students will automatically receive similar key programs. The funds are being used to train teachers to deliver rigorous high quality instruction, to retain a counselor, to provide standards-aligned curriculum, intervention materials and instruction to students, software, computing devices, and technology support necessary in today's instructional environment. Funds are also being used to train all staff in trauma informed practice, to support a Reflection Room, to practice trauma informed strategies, and to increase services to English Learners and their families through a Dual Immersion Program and daily ELD instruction. Funds are also being used to ensure the safety of the campuses by focusing on the high priority areas.

Jamestown School District has an unduplicated count of 77.74%. The majority of the funds are being used district-wide because the vast majority of our students fall into the subgroups identified for supplemental and concentrated funding and it would be difficult to separate out the remaining 22.26% of the students. Our population of Spanish students is the highest in the county. The district is increasing services not only to the children, but to their families. The district is better addressing the communication needs of our non English speaking parents working to understand the reasons for their lack of parental involvement, while providing resources for them to become more involved in our schools. The high rate of poverty in our district challenges us to provide wrap around services to meet the increasing needs of our children and their families, including after school programs, a family resource center, before and after school tutoring, a Dual Immersion Program and EL support to students and their families, access to high quality instruction, standards-aligned materials, up-to-date technology, and safe and well maintained facilities.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

> Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

>> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

> For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

> For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

> - If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

> - If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

> - If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

>> **For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

> Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;
  B. Pupil expulsion rates; and
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B. Programs and services developed and provided to unduplicated pupils; and
  C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
  A. Working with the county child welfare agency to minimize changes in school placement
  B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
  C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
  D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
  A. Local priority goals; and
  B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

    (A) enrolled less than 31 days

    (B) enrolled at least 31 days but did not attend at least one day

    (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

        (i) are enrolled in a Non-Public School

        (ii) receive instruction through a home or hospital instructional setting

        (iii) are attending a community college full-time.

    (2) The number of students who meet the enrollment requirements.

    (3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:

    (1) For a 4-Year Cohort Graduation Rate:

    (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

    (B) The total number of students in the cohort.

    (C) Divide (1) by (2).

    (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

    (A) The number of students who either graduated as grade 11 students or who earned any of the following:

    (i) a regular high school diploma

    (ii) a High School Equivalency Certificate

    (iii) an adult education diploma

    (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

    (B) The number of students in the DASS graduation cohort.

    (C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS
Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,455,494.00	775,206.06	646,968.00	745,026.00	712,396.00	2,104,390.00
LCFF Supplemental and Concentration	34,558.00	774,333.06	0.00	34,558.00	36,210.00	70,768.00
Locally Defined	0.00	873.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	1,420,936.00	0.00	646,968.00	710,468.00	676,186.00	2,033,622.00
Title II	0.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,455,494.00	775,206.06	646,968.00	745,026.00	712,396.00	2,104,390.00
	34,558.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	623,770.00	307,239.00	253,457.00	311,885.00	312,243.00	877,585.00
2000-2999: Classified Personnel Salaries	277,348.00	190,428.00	113,903.00	165,928.00	121,481.00	401,312.00
3000-3999: Employee Benefits	306,690.00	143,527.00	117,133.00	160,649.00	173,451.00	451,233.00
4000-4999: Books And Supplies	176,000.00	117,073.00	118,500.00	88,000.00	78,421.00	284,921.00
5000-5999: Services And Other Operating Expenditures	500.00	772.00	3,100.00	0.00	0.00	3,100.00
5800: Professional/Consulting Services And Operating Expenditures	36,628.00	16,167.06	40,875.00	18,564.00	26,800.00	86,239.00

* Totals based on expenditure amounts in goal and annual update sections.

Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Total Expenditures by Object Type and Funding Source							
All Expenditure Types	All Funding Sources	1,455,494.00	775,206.06	646,968.00	745,026.00	712,396.00	2,104,390.00
	LCFF Supplemental and Concentration	34,558.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	307,239.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	623,770.00	0.00	253,457.00	311,885.00	312,243.00	877,585.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	190,428.00	0.00	27,254.00	28,182.00	55,436.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	277,348.00	0.00	113,903.00	138,674.00	93,299.00	345,876.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	143,527.00	0.00	7,304.00	8,028.00	15,332.00
3000-3999: Employee Benefits	Supplemental and Concentration	306,690.00	0.00	117,133.00	153,345.00	165,423.00	435,901.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	116,200.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Locally Defined	0.00	873.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	176,000.00	0.00	118,500.00	88,000.00	78,421.00	284,921.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	772.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	500.00	0.00	3,100.00	0.00	0.00	3,100.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	16,167.06	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Locally Defined	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	36,628.00	0.00	40,875.00	18,564.00	26,800.00	86,239.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	Title II	0.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Total Expenditures by Goal						
Goal 1	849,226.00	403,328.00	358,739.00	424,613.00	406,860.00	1,190,212.00
Goal 2	88,330.00	65,945.06	54,012.00	44,165.00	45,456.00	143,633.00
Goal 3	231,292.00	141,968.00	99,517.00	115,646.00	82,023.00	297,186.00
Goal 4	5,284.00	1,000.00	4,600.00	2,642.00	4,500.00	11,742.00
Goal 5	0.00	0.00	5,000.00	0.00	0.00	5,000.00
Goal 6	206,508.00	94,777.00	87,432.00	103,254.00	106,003.00	296,689.00
Goal 7	74,854.00	68,188.00	37,668.00	54,706.00	67,554.00	159,928.00

* Totals based on expenditure amounts in goal and annual update sections.

	Expenditures Contributing to Increased/Improved Requirement by Funding Source				
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					

	Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					